



Self-assessment and Parts of Speech to Improve Reading Comprehension

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Abstract

This innovation focused on self-assessment and parts of speech to improve reading comprehension. During four weeks, this action research was applied to 26 second baccalaureate students at an A1 English level in a public high school institution in Bahía de Caráquez, Ecuador. This paper is a mixed study that combined quantitative and qualitative instruments. The instruments applied to collect data were pre and post-tests, survey and checklists. Findings show that the innovation's impact was Cohen $d= 1.42$, which indicates a large effect size. As showed in the pre and post-test, after applying the innovation, learners improved their reading comprehension skills. According to the pre and post checklists, participants could improve word recognition and use them correctly in a text. According to the survey students' perspectives, they said that it was difficult to interpret passages at first because they did not know the meaning or function of the words, but they overcame their concerns after the innovation. This research is important for those who are interested in the educational field and EFL teachers who are focused on teaching reading strategies.

Keywords: reading comprehension, parts of speech, word recognition, self-assessment

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Resumen

Esta innovación se centró en la autoevaluación y las partes del habla para mejorar la comprensión lectora. Durante cuatro semanas, esta investigación se aplicó a 26 estudiantes de segundo bachillerato con nivel de inglés A1 en una institución de educación secundaria pública en Bahía de Caráquez, Ecuador. Este estudio mixto combinó instrumentos cuantitativos y cualitativos. Los instrumentos aplicados para la recolección de datos fueron una evaluación previa y posterior, encuesta y listas de verificación. Los resultados muestran que el impacto de la innovación fue Cohen $d = 1,42$, lo que indica un gran tamaño de su efecto. Como se mostró en la evaluación previa y posterior, después de aplicar la innovación, los alumnos mejoraron sus habilidades de comprensión lectora. De acuerdo con las listas de verificación previa y posterior, los participantes pudieron mejorar el reconocimiento de palabras y usarlas correctamente en un texto. De acuerdo con las perspectivas de los estudiantes de la encuesta, dijeron que era difícil interpretar textos al principio porque no conocían el significado o la función de las palabras, pero superaron sus preocupaciones después de la innovación. Esta investigación es importante para aquellos que están interesados en el campo educativo y los profesores de inglés como lengua extranjera que se centran en la enseñanza de estrategias de lectura.

Palabras clave: comprensión lectora, partes del habla, reconocimiento de palabras, autoevaluación.

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Students of different ages are learning to speak another language, especially English. In addition, the majority of them struggle with learning the four skills of listening, speaking, writing, and reading. For most pupils, improving reading has become one of the most difficult tasks. According to Noor (2006), this is the most challenging ability for students to learn, regardless of academic level. Strategies have been used to improve this skill. Several researchers have expressed that the more strategies teachers use, the higher the number of students will be able to grasp readings (Khaki, 2014).

In order to interpret a text thoroughly, students must first understand the meaning of the original text. According to Quinn et al. (2014), learning in an appropriate way is facilitated by knowledge of words, combined with phonological, orthographic, and semantic representations.

Given the importance of vocabulary, researchers have discovered a strong link between the amount of vocabulary learners know and reading comprehension (Hazenberg & Hulstijn, 1996; Hu & Nation, 2000, as cited in Masrai, 2019). The number of words that students should know, on the other hand, has not been determined to develop this ability. Thus, five thousand new words are sufficient to improve comprehension (Laufet, 1997, as cited in Susoy & Tanyer, 2019). Others, however, noted that in order to learn in a comprehensible way, students must know as many words in the new language as they do in their native tongue (Goulder et al., 1990, as cited in Susoy & Tanyer, 2019).

After conducting research with EFL students in Turkish, Susoy and Tanyer (2019) discovered the advantages of integrating vocabulary and reading, which enhanced their ability to produce orally and in language. This subject is debated

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critically in order to come up with new ideas or alternatives. This combination has been shown to be beneficial for L2 learners in China, Taiwan, Saudi Arabia, and Ecuador, according to studies (Masrai, 2019).

This topic was discussed on the basis of Ecuadorian reality in various levels of education, primary and secondary, leading to better word comprehension and better awareness of reading (Almache, 2019; Contreras, 2019; García, 2019; Ruiz, 2019). It was the first time developed in Bahía de Caráquez for students from second of baccalaureate in a public school. Besides, the use of self-assessment as an additional strategy was applied in this research.

The UNESCO Institute for Statistics (UIS, 2017) conducted research to identify in which level of reading adolescents are; results indicated that 137 million did not read proficiently in their mother tongue. In Latin America, 54% of adolescents did not achieve Minimum Proficiency Levels (MPLs) in reading. This reference showed how deficient they are in reading comprehension. According to local statistics, 27% of Ecuadorian people do not have reading habits (Instituto Nacional de Estadísticas y Censos, 2012). Based on this study, the Ecuadorian government and other intergovernmental organizations designed a project called National Book Promotion and Reading Plan to promote reading (Centro Regional para el Fomento del Libro en América Latina y el Caribe [CERLALC], 2016).

The Ecuadorian curriculum was designed based on international standards (Ministerio de Educacion, 2012) to increase English proficiency. These referents state learners should fulfill the B1 level of expertise, according to the Common European Framework (CEFR), before they enter university. Despite these efforts, learners have not acquired this level of proficiency. Therefore, apprentices from secondary present a high deficiency in L2. Students demonstrated a low English level in reading

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comprehension due to their low vocabulary knowledge. They were not able to understand short passages, find main idea or specific information, and recognize parts of speech. This was the first time they focused on reading comprehension so they had no idea how to apply strategies in reading. With practice, planned activities, and the websites that were used, they motivated to improve. They were more active in the WhatsApp groups asking and sharing their activities and saying that they were improving.

Literature Review

This study focuses on self-assessment and parts of speech to improve reading comprehension. Reading comprehension, vocabulary, parts of speech, and self-assessment were explored in this section. This study used Communicative Language Teaching (CLT) principles for all the activities during the innovation.

Reading

Reading helps language learning by increasing comprehension; the more students read, the more vocabulary they can learn (Harmer, 2007). They can create pictures and produce the meaning of a word as they comprehend, comparing their new understanding to their memories of the experience. (Pirozzolo & Wittrock, 1981). Moreover, teachers can support how a sentence or paragraph is structured based on the resources they use. They will act as role models for potential students' writing.

Affective, cognitive, and linguistic advantages arise from being fluent and efficient in reading comprehension in a second language. (Tomlinson, 2013). Affective benefits include improved confidence, self-esteem, and the ability to learn more. Cognitive benefits offer students the chance to understand more about the world and associate these contents with actual circumstances and problems. Linguistic benefits help students grasp a text by encouraging them to understand how language functions

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and patterns of expression (Tomlinson, 2013). The combination of these three variables improves students' self-esteem, making it easier for them to read independently and enhance their comprehension.

Learners have traditionally been taught L2 on the basis of language, vocabulary, and grammar without establishing reading skills. It is necessary to apply different techniques to inspire students to become involved and critical readers. Questioning is an important and helpful method in which teachers ask questions and learners must find the right answer, showing that they have read carefully (Khaki, 2014). Based on Bloom's taxonomy (Department of Education and Skill, 2005), items can be modeled at different levels and ages. The level of complexity of the questions presented to students can be determined by the amount of experience they have obtained.

Reading Comprehension

Reading comprehension is a difficult task that involves comprehending what is being read (Moore et al., 2016). In this process, the reader converts the material into meaning in the text. This process begins with each paragraph's details and ends with what the reader gains (Marliasari, 2017). As a result, the use of this ability should be prioritized at all levels, since creating context can help students become stronger readers and keep track of their thoughts as they learn (McLaughlin, 2012). Finally, in order to improve their reading skills, pupils must be able to decode visual symbols, comprehend literal meaning, and grasp the author's intentions (Maley & Prowse, 2013).

Steps for Reading

Reading, according to Adams (1994), requires the creation of a structure that contains two components: knowledge and activities. Without language understanding, these two aspects will be useless. As a result, Grabe and Stoller (2011) suggested five factors to consider when creating a reading activity:

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Table 1.

Reading Activities

Activities	Description
Purpose for reading	A reader has several possible purposes for reading, and each purpose has different combinations of skills and strategies.
Fluent reading abilities	In reading, it is necessary to employ many skills, processes, and knowledge bases that act in combination to reach reading comprehension.
Cognitive process	Reading Involves Cognitive Process that operates under intense constraints to develop an understanding of the reading material.
Interpretation	Reading also involves the ability to interpret meaning from different texts.
Social context	In reading, activities are developed in a social context that will be interpreted and used in different ways.

Skimming

Skimming is a crucial academic reading skill that helps a reader to easily search through vast volumes of material to find the text's main point. (Hong, 2013). Learners who are skimming move their eyes rapidly and search for information in a limited period of time. (Strukelj & Niehorster, 2018). As this technique is implemented, students should not read each term to get an overview of the document. (Yusuf et al., 2017). The details necessary to obtain an overview include reading the title, subtitle, headings, the first subsequent sentences, graphical elements and concluding subsequent paragraphs (Wahyuningsih, 2018).

Skimming, according to Allen (1997), is a valuable method that teachers and students use to find specific information. Yusuf et al. (2017) reported that skimming is

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linked to speed; however, it allows readers to increase their attention in order to find what they are looking for.

Scanning

It is useful to find information in the same way as skimming is. Scanning is a reading technique in which the reader rapidly scans a text for keywords or phrases such as dates, names, locations, and other information (Deveci, 2018; Lucantoni, 2017; Maxwell, 1970 as cited by Diaz & Laguado, 2013). This is a more limited strategy. It is only used to get a certain piece of information related to the activity or the reader (Abdelrahman & Bsharah, 2014). Furthermore, when seeking precise data, students with fast-scanning abilities are most accurate (Maxwell, 1972). Students find it easy to use this process because they do not need to interpret every word or context, so they do not require any additional resources that would take their attention away from the assignment.

As Yusuf et al. (2017) stated that this strategy is important for achieving reading skill because it is not mandatory to read the whole text in order to find the information needed. Moreover, most teachers used this method in their reading lessons because of this characteristic (Maxwell, 1972).

Vocabulary and Reading Comprehension

When learners are expected to understand the meaning and use of propositions, knowledge of word meaning and grammar is important. (Kintsch, 1998; Perfetti & Britt, 1995). Furthermore, according to Laufer (1997), vocabulary from every book is an important tool and a pre-requisite for text comprehension. Jahangard et al. (2011) affirmed the previous researchers' theories that having a large vocabulary is a necessity for effectiveness in L2 reading comprehension,

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Perfetti et al. (2005), on the other hand, claimed that learners who inferred the meaning of a phrase could comprehend a text. Apprentices will be able to deduce the intent from the context. Mentors can help students understand how much they have gained by using this type of activity.

Parts of speech

Nouns, verbs, adjectives, adverbs, prepositions, and conjunctions, according to Harmer (2007), are called important components of a sentence. These elements connect sentences. However, it is important to think which words can be used as subjects, which words come before or after a noun, and which words can be used to link concepts. As suggested by Sahid (2019), parts of speech are identical to house components. The necessary elements with different functions to join them all together.

These are described by semantic meaning.

Verb: action or state (go, read, dance)

Noun: person, places or things (Susan, tree, Canada)

Adjective: describe a term (beautiful, yellow, those, that)

Adverbs: modify verbs, adjectives, and even other adverbs (slowly, very)

Pronouns: replace a noun (you, she, him, ours)

Conjunction: join clauses or sentences (and, but, so)

The syntactic relationship between parts of speech determines them as syntactic units (Haslam, 2019). Words, for example, can be shifted from one section to another using a particular form. It means that depending on the case, the functions are shifted away: action, act, active, actively and acting.

Self-assessment

Formative and summative are the two types of assessments. During the teaching-learning process, formative evaluation takes place (O'Malley & Pierce, 1996). It is

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possible to detect the students' vulnerabilities and strengths during this period. As a consequence, self-evaluation assists students in enhancing their results (BaniabdeIrahman, 2010). It allows students to monitor their success and evaluate their own performance.

Self-assessment is strongly affected by metacognitive and motivational factors. (Paris & Paris, 2001). Students would be able to be more independent and take care of their interests as a result of the topic selection, working time, and working group. Furthermore, students can retain their curiosity and feel more accountable for their learning if they are actively interested.

Despite the possible benefits of this technique, self-assessment requires a considerable amount of commitment on the part of students; they must be mindful of how much time they must bring forward to accomplish their goal (Hung, 2019).

Students can challenge what they have learned in terms of rubrics or guidelines that have been given to them (Raaijmakers et al., 2019). These standards must be included in a high-quality standard to prevent errors, since learners will mistakenly believe their success is right, giving them false self-confidence. To be clear, they could be influenced in their self-evaluation (Koriat, 1997, as cited in Raaijmakers et al. 2019).

Communicative Language Teaching (CLT)

According to Richards (2006), Communicative Language Teaching (CLT) is a set of principles that control the teacher's goal, how much students learn, teaching strategies, the types of exercises that should be used, and the roles that teachers and students should play in the classroom. According to Sidek and Ja'afar (2017), teachers use Communicative Language Teaching (CLT) principles mainly for the intent of involving students in meaningful communicative language practices. These are used to

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facilitate communication skills based on the students' needs. Logically, students would become more committed and build a social bond between them.

In reading courses, facilitators use activities based on CLT concepts to enable students to engage and use the language, such as: role plays, games, problem-solving tasks, peer and group activities. This type of strategy, according to Kustati et al. (2018), aids students in improving their interest in reading and promoting the use of the language for real-world purposes.

Backward Design Model

In 1998, Wiggins and McTighe created an instructional preparation model that centered on curriculum structure, assessment, and instruction (Hosseini et al., 2019). This strategy stresses the importance of applying new skills to new contexts while also highlighting many of the language's communicative facets (Paesani, 2017). As Ontaneda and Sanchez (2017) stated, UBD (Understanding by Design) turns teachers into architects, planners, and makers of what they want to see on their students' heads or what they need to learn and comprehend. Because of the difficulty students have reading comprehension, it is important to perform this study “Self-assessment, and Parts of Speech to improve Reading Comprehension”

In order that students can achieve the objective of the researcher. The questions that emerged from this study are:

1. To what extent does self-assessment of parts of speech improve learners' reading comprehension?
2. To what extent do students know self-assessment of parts of speech and use them correctly?
3. What are students' perspectives towards the innovation?

Innovation

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The innovation consisted of self-assessment and parts of speech to improve word recognition and reading comprehension. The reading activities were chosen based on students' interests and according to their English levels to improve their reading comprehension skills.

This innovation lasted 20 hours. The course was taught in 5 weeks with four periods in each. The four periods were divided into two periods of individual practice and two periods of working in their groups. The activities were explained by the researcher step by step in order to get students attention and motivation. All the activities were created according to the students' reality and it was applied 100% through digital resources as it is mentioned in the lesson plan. (see Appendix A).

Due to the COVID-19 pandemic, they used WhatsApp to send and receive individual and group activities because it was the most used application to communicate and contact students. Students were divided into four WhatsApp groups of five and one of six where they interacted through the chat and video calls.

During the innovation, reading activities taken from the modules and projects provided by the Ministry of Education as well as other platforms were used to fulfill the objective. The instructional assignments were based on the new English modules they manage during the program "Aprendamos Juntos en Casa" and extra material that was gotten from websites such as Quizizz, Liveworksheets, and Kahoot. They were used to practice parts of speech in context with new vocabulary according to their levels.

Students were explained about parts of speech at the beginning of the innovation and the importance when reading. It helped them to scaffold for the activities in the lesson plan. Video calls were applied with the WhatsApp groups to discuss the activities and interact among them. At the end of the activities, they could see their results and correct their errors by restarting the activity.

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Methodology

This study is action research with quantitative and qualitative analyses. This research's quantitative instruments are a pretest and a post-test, a checklist, and a survey. This section introduced the participants as well as the instruments that were used in the innovation, the way in which the data was analyzed, and ethical considerations that were considered before carrying out the study.

Participants

The participants in this study were 26 students, 17 women and 9 men, who study in a public school. Their ages ranged from 16 to 17. They were in the 2nd of Baccalaureate, and all of them are from the coastal region. They are from the average middle class. The school is located in Manabí – Bahía de Caráquez. They have different learning styles. Based on a placement test they took, they got A1 level, according to CEFR.

Instruments

To get background characteristics of the students, a demographic survey was taken to describe the 26 participants. The demographic survey included nominal data such as nationality, religion, gender, yes-no questions, open-ended questions, and ordinal data like social-economic class, English proficiency level, and technology knowledge. This instrument had 13 items in total (see Appendix B).

To know students' English level and plan for a better class, an English proficiency test was taken at the beginning of the innovation. The Headway CEFR Placement Test (see Appendix C) was taken in class, which lasted 60 minutes. It had 100 questions to provide an estimate of the student's CEFR level. Most of the participants got at about 20 to 40 points out of 100, which place students at the A1 level.

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To report the first research question: To what extent does self-assessment of parts of speech improve learners' reading comprehension? A pre and a post-test were applied. In the pre and post-test, students had to classify the words into parts of the speech and answer some skimming and scanning questions. The evaluation was divided into three questions, with three different reading passages in which students had to complete three questions. The first questions, students had to identify words' function (Verbs, Nouns, Adjectives, Adverbs, and Prepositions) in a passage. For the second question, students had to complete a passage with different words according to their functions. In the last question, students had to find the main idea and specific information (skimming and scanning) in a short document (see Appendix D). All these activities were according to their English level A1 and A2.

To report the second research question: To what extent do students know self-assessment of parts of speech and use them correctly? During the five weeks, a checklist was applied to the students per week. It means that five checklists were filled during the study. Only two of them were picked, the first and the last one (see Appendix E) to compare their reactions at the beginning and the end of the study.

To report the third research question: What are the students' perspectives towards the innovation? A survey was applied to have an overview of students' perspectives towards self-assessment, parts of speech and reading in English. (See Appendix F).

Data Analysis

RQ#1. To what extent does self-assessment of parts of speech improve learners reading comprehension?

After they took the pre and post-test, all grades were uploaded in an excel spreadsheet. These grades were analyzed to see how much improvement students had

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before and after the innovation. Cohen's d was also calculated to determine the effect size. Descriptive statistics such as minimum, maximum, mean, and standard deviation were calculated for pre and post-test. They are shown in a table to see the difference between the beginning and the end.

RQ#2. To what extent do students know self-assessment of parts of speech and use them correctly?

Five checklists were taken on a Google Form at the end of each week, and a spreadsheet was created with all the results to analyze them. Only the first and last were taken into consideration in order to get the variation at the beginning and the end of the innovation. The answers were classified into yes and no categories, only positive answers were reported and shown in a table.

RQ#3. What are students' perspectives towards the innovation?

Finally, a survey was taken on a Google Form and an Excel spreadsheet was created to examine the results. The Likert scale treatment was the mean, and the open questions were classified into categories such as positive and negative, strategies they use like skimming, scanning or both, vocabulary knowledge like basic, intermediate or advanced, vocabulary is complex in yes and no answers.

Ethical Standards

Before carrying out the research study, a written consent letter was presented in order to obtain permission from the school principal to be able to apply the research to the students of the second baccalaureate. Once it was approved, students' parents were informed in a meeting at the school, and it was explained to them that this study would be implemented to the students with the purpose of improving students reading comprehension. They agreed that their children were part of this research. Students were

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also informed about the innovation and its importance for the educational community, the objective, time, and methodological approaches.

Results

Pre and posttest - To what extent does self-assessment of parts of speech improve learners' reading comprehension?

This table shows the comparison between the pretest and post-test. It shows the improvement of the strategy when applying strategies to recognize words and their functions. Results at the beginning were low ($M=6.69$, $SD=2.07$). They were improved in the posttest ($M=9.09$, $SD= 1.18$). According to Cohen (1988) a result showed a significant effect when the effect size is larger than $d=0.8$. Based on the sample of this study, Cohen's $d= 1.42$. It represents a high impact on learners.

Table 2

General Results of the pre and post-test

	N	Min	Max	Mean	Mean Std. Error	Std. Deviation	Cohen's d	P-value
Pre-test Parts of Speech	26	1.00	9.50	6.69	.40	2.07	1.42	0.00
Post-test Parts of Speech	26	6.00	10.00	9.09	.23	1.18		
Valid N (listwise)	26							

Pre and Post checklist - To what extent do students know self-assessment of parts of speech and use them correctly?

This table shows the comparison between the pre-checklist and post-checklist applied during the innovation. From the 26 students' responses, only yes answers were taken into account to see their improvement at the beginning and the end. For example,

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in the question “Do you recognize parts of speech?” Five students marked yes in the pre checklist, but all the 26 students marked yes in the post-checklist. The other questions also show a big difference between pre and post checklists. It means that there was a high impact on the students. Most of the students mentioned they have to practice more to improve their knowledge, and some said they could use the dictionary to recheck part of speech or ask a partner for help.

Table 3

General Results of pre and post checklist

Questions of the checklist	Pre (Yes)	Post (Yes)
Do you recognize parts of speech?	5	26
Do you know what parts of speech are?	12	26
Can you give examples of parts of the speech?	16	26
Can you recognize a noun?	20	26
Can you recognize a verb?	18	26
Can you recognize an adjective?	16	26
Can you recognize an adverb?	15	21
Can you recognize a preposition?	14	26
Can you scan the reading in order to find specific information?	9	22

Survey - What are students’ perspectives towards the innovation?

Regarding the first open question, what they feel when they see a passage in English, there were 21 negative and five positive perspectives. For example, one student mentioned, “I feel anxious because I can’t understand the words.” Nevertheless, others noted, “I feel happy to learn new words because I like reading.”

For the strategy they use skimming or scanning when reading, 11 students said they use skimming and scanning. However, 11 students stated that they do not know how to apply the strategies. 3 students use skimming and 1 scanning when they are exposed to reading materials in English. According to students’ perspective, they

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marked they could apply the strategies (skimming and scanning) but in reality, they could not use them during the innovation.

In the question about vocabulary knowledge they have in English, 11 mentioned they have basic, 13 intermediate, and two advanced vocabulary knowledge. Even though most of the students answered they have an intermediate and advanced vocabulary, in the proficiency test students took at the beginning of the innovation they got a low level in vocabulary (A1) and they also faced difficulties with the vocabulary during the activities.

In the question, if they think vocabulary is complex 13 answered yes and 13 answered no. Also, ten students mentioned English words are easy and 16 difficult. Some students mentioned that they could not pronounce the words correctly, and that is why English words are difficult. They answered that because they associate reading with pronunciation; nonetheless, reading has another intention.

The table shows the mean of the Likert scale questions in the survey. Most of the students mentioned they agree with 9 of the questions, and only with two questions they disagree. They disagree with the first question, "I understand a long text with the first reading." This means that they have to read twice or three times a long text in order to understand it. And with the second question, "When I read, I translate all the words." Some students mentioned that they do not need to translate all the words when they already know most of them in a passage, and they sometimes try to guess the meaning of the words they do not know according to the ones they recognize.

Table 4

General Results of the Likert Scale

	Mean
I can understand a long, complex text.	3.00
I understand single phrases at a time.	3.92
I understand a long text with the first reading.	2.73

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I understand a long text by rereading it.	3.65
I can skim.	3.19
I can scan.	3.46
When I read I translate all the words.	2.96
I identify the type of texts I read.	3.08
I know the organization of the texts.	3.04
I use my prior knowledge when I read.	3.46
I can classify words of readings according to their function.	3.12

Note: 3 agree – 2 disagree

Discussion

Findings from the pre and posttest - To what extent does self-assessment of parts of speech improve learners reading comprehension?

Throughout the implementation of this study, which evaluated parts of speech and self-assessment in secondary students, reading comprehension could be enriched to facilitate the learning process. Cohen's $d=1.42$ shows the high impact of this innovation.

The final results show a noticeable increase in students' grades in sections studied: parts of speech and reading comprehension. Based on learners' perspectives, they expressed increasing reading comprehension due to knowing more words and their function. In a private session with some students, they revealed *it was necessary to start reading a text from the beginning. It means understanding the meaning of the word to have a clear idea of what a document wants to communicate.* It is remarkable to say it was not an interview with a specific purpose; students just commented on it.

Findings of the checklist - To what extent do students know self-assessment of parts of speech and use them correctly?

Based on the student's checklist results, the 26 participants struggled at the beginning of the intervention due to it being the first time they should complete an instrument that measures how much they have learned during the class. Despite the instruction given by the researcher, they need an example of how to fill the form. It was challenging for learners to accomplish and evaluate themselves, prioritizing their

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honesty; they knew the real improvement would be shown after the post-test.

Fortunately, by the implementation of activities through WhatsApp and other educational websites, participants could improve word recognition and use them correctly in a text.

Findings of the survey - What are students' perspectives towards the innovation?

Based on the survey results, it was obvious that students faced negative feeling towards the innovation and it was normal because this was the first time for them reading focusing parts of speech to improve their reading comprehension. Some of them mentioned that it was difficult to understand passages when they did not know the meaning and function of the words but they overcame their fears. According to the answers in the survey, students were agreed that they can understand passages, phrases, sentences and words if they recognize the function of the words. It was confirmed that students' perspectives on parts of speech to improve reading comprehension changed after the innovation.

Conclusions

The present action research reveals an improvement in the scores received from participants after the intervention. It is relevant to express this study's aim, which shows how knowing parts of speech and self-assessment help improve reading comprehension, reducing the low level of understanding reading in secondary students.

After conducting the experiment, it was found that the mean score between the pre-test (6.69) and post-test (9.09) was significantly different. It revealed that the knowledge of students improved during the innovation due to the strategies they learned during the four weeks of practice.

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The pre-checklist demonstrated that students had problems at the beginning recognizing parts of speech and using them correctly. The post checklist results showed that at the end they were able to understand a passage if they know and use parts of speech correctly.

Based on the survey results, it was found that students' perspectives to parts of speech to improve reading comprehension changed after the innovation. It is necessary to know the meaning of the word and how they are working in the context. By the use of suitable activities, participants increased their understanding, and sometimes they did not require to use a dictionary to find the meaning of the word, they understood it in context.

To sum up, finding from this study can contribute to the teaching-learning process. Learning the function and meaning of words provide more confidence to read comprehensible. Thus, it is vital to implement new strategies to enhance new knowledge.

Limitations

Besides the positive effects of this study, there were several limitations when applying this improvement. The innovation started in February 2020, and the school year was almost ending. Students took the placement test, and they could not continue with the lesson plan. Then, the school year did not start on time due to COVID-19 pandemic and the confinement. It delayed the research process. Regular classes began in June throughout WhatsApp, and the planned activities were applied in August and September due to students' lockdown.

It brought another students' limitation. Not all the students had fixed internet access and computers or laptops at home to apply the activities through video calls, and for that reason, WhatsApp was the way to communicate with the students. Nevertheless,

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they felt very motivated by this new learning experience, and they worked hard to be the best.

Finally and most importantly, the students' knowledge of words was limited and was the first time learning about parts of speech to improve reading comprehension. Some of the students felt that it was difficult for them to continue with the activities so it was required to focus on teaching essential vocabulary.

Recommendations

As it was mentioned before, there is not enough literature about self-assessment and parts of speech to improve reading comprehension. Thus, it is suggested to encourage future research to improve reading comprehension by teaching parts of speech, as well as research about teaching vocabulary to improve reading comprehension. Thus, it would contribute to the literary enrichment of this field of study. Another consideration is to use a control group to reconfirm the real effect of the innovation in the research study.

Reading is the base skill, it was found that they do not have enough background in reading at school or home. It is suggested to start reading more, so learners can increase the amount of vocabulary and the comprehension of a text.

Finally, teachers must show a positive attitude in front of students and teach, involving the student with his/her positivism creating a better conducive learning environment.

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Appendix A

Lesson plan

Available upon request.

Appendix B

Demographic survey

Available upon request.

Appendix C

<http://mountain-spirit.com/downloads/placement%20test.pdf>

Appendix D

NAME: _____ **DATE:** _____

PRE-TEST/ POST-TEST (Level A1- 2nd Bach Secondary)

Available upon request.

Appendix E

NAME: _____ **COURSE:** _____

DATE: _____

CHECKLIST

Available upon request.

Appendix F

Students' Experience with Reading

Available upon request.